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ABSTRACT

In 1976 and 1977, the New York region team of the Documentation and Technical Assistance Project (DTA), Center for New Schools (Chicago, Illinois), conducted 12 seminars on major issues concerning school improvement, based on observations by documentation teams in nine school community sites. The information is then disseminated to technical assistance teams for use in helping to enhance problem solving capacities in other school sites. The New York seminars sought to provide linkages between researchers and technical assistance team members for collaborative analysis of the data from the sites. The seminars were organized around four major topics: (1) community accessibility; (2) professionalization of teachers; (3) the school as a well-functioning organization; and (4) the principal as educational leader. This report discusses the rationale for the seminars; their development, implementation, and outcomes; and implications for the future of the DTA project. Based on the seminar experience, the report identifies four factors that might allow research to have greater bearing on action: (1) personal contact in knowledge dissemination; (2) collaborative analysis of information; (3) an inventory of actual problem solving experiences; and (4) continuity of the data dissemination process. (MJL)

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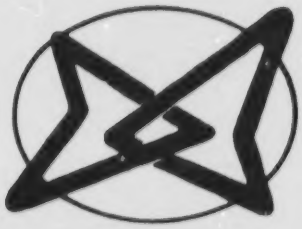

ATTEMPTS AT LINKAGE:

THE NEW YORK REGION SEMINAR PLAN

Stephen L. Schensul
October 1977

UD 022 744

DRAFT VERSION

FOR LIMITED CIRCULATION ONLY

This paper is part of the Documentation and Technical Assistance Project of the Center for New Schools, 59 East Van Buren Street, Chicago, Illinois. This Project is funded by the School Capacity for Problem Solving Programs of the National Institute of Education, contract #400-75-0018. The views expressed in this paper do not necessarily reflect views of that agency.

Foreword

Stephen Schensul prepared this paper as a consultant to the New York Region of DTA. Its primary purpose is to provide a description and an analysis for internal DTA use. The New York region was charged to develop an approach to facilitating problem solving from an examination of the nine sites data. The results of this work are in the paper by Teresa C. Lenoir. Schensul focused on linkage as an important issue in the New York work. It is important to note that the paper reflects the New York experience from the New York perspective.

Due primarily to shortness of time, this paper has not been subject to the intensive internal DTA review process which includes critical review and discussions with authors regarding issues of fact and format.

The paper provides an important discussion on the issue of linkage in DTA work which should be considered in the thinking and planning currently in progress.

Thomas A. Wilson
Project Director

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From November 4, 1976 to May 25, 1977 the New York region team conducted twelve seminars organized around four major topics; Community Accessibility, Professionalization of Teachers, The School as a Well-Functioning Organization and The Principal as Educational Leader. The object of these seminars was to organize and analyze documentation data from the four New York sites with materials from the other sites around these issues and disseminate the results on an oral and written basis to the Technical Assistance teams and others in the DTA project. This paper will discuss the rationale behind this effort, its development and accomplishments and its implications both for the future of the New York region and for the DTA project as a whole.

Introduction: DTA Objectives

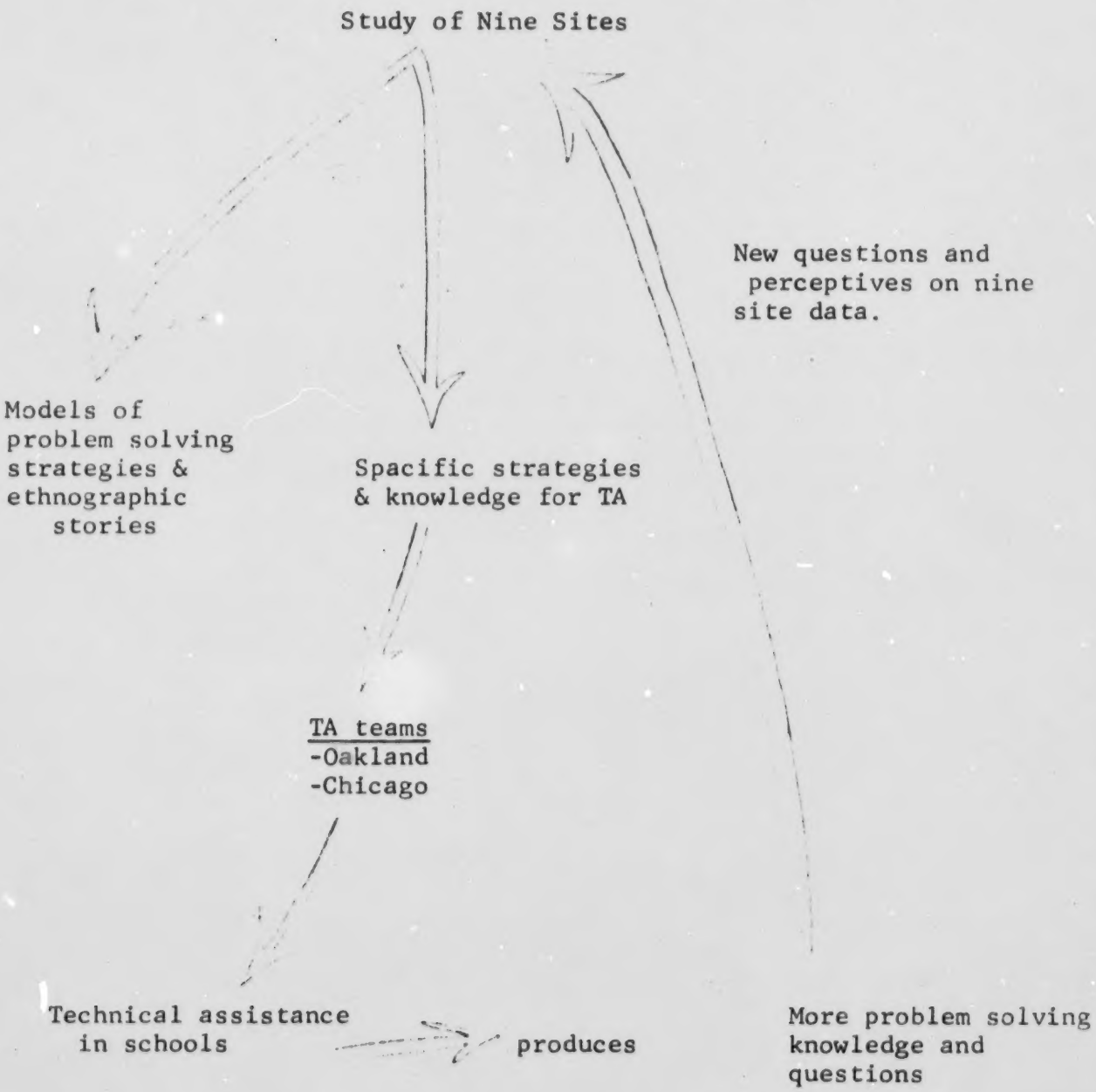
The overarching goal of the DTA project is to generate data on the problem solving strategies of urban schools which can have an impact upon educational practice and problem solving actions. Thus DTA includes a Documentation team which has systematically studied the organization of problem solving in nine urban TA and school community sites nationwide and Technical Assistance teams which can quickly test out the ability of the nine site data for problem solving capacities in schools in Oakland and Chicago. The linkage between these units is a crucial aspect for DTA goal achievement. It requires that:

1. Data from the nine sites be generated in the form of readily applicable statements useful to the Technical Assistance team members.
2. That the dissemination and utilization process be studied to determine the most effective ways to make research data useful to technical assistance and problem solving. (See diagram, p. 3.)

The application of research results to practice is a complicated issue both from the perspective of generating useful data and in assessing the way in which that data affects action, methods and decision making. There are several factors which increase its degree of difficulty in the DTA project:

1. Technical Assistance teams are operating in different geographical areas from where the Doc. data was collected. Therefore Doc. data and results have the burden of overcoming not only time (past history and its applicability to future action) but also contextual remoteness ("that system is different from the one we have to deal with...").
2. The Documentation team and its site researchers are required to produce a specific set of documents and studies in accord with the NIE contract. These case studies and other productions come from an attempt to ethnographically document the problem solving organization of the nine school sites. The questions and concerns which have structured these ethnographies

DIAGRAM ON GOALS OF DTA


Study of Nine Sites
New questions and perceptives on nine site data.
Models of problem solving strategies & ethnographic stories
Spacific strategies & knowledge for TA
TA teams
-Oakland
-Chicago
Technical assistance in schools
produces
More problem solving knowledge and questions

have not necessarily been derived from the informational needs of the Technical Assistance teams or from the perspective of the problem solving practitioner. To further complicate the linkage issue, the magnitude of the documentation task has left little time for the site researcher to be "information gatherers" in response to informational requests by members of the technical assistance teams.

3. Documentation information is stated in ways which do not easily lend themselves to use by technical assistance teams. Case studies are difficult to deal with because there is so much concentration on a full description of the specific story and context. Field data forms contain "data bits" which are highly detailed but suffer from little or no contextualization. Further, specific procedures and methods which outline use of written data in the project have, for the most part not been developed . (For perceptions see Y. King _____and P. Runkel _____)

4. The timing of the Documentation and Technical Assistance efforts have also complicated their interrelationships. The Documentation efforts were well underway before the Technical Assistance teams were organized. Therefore the nature of Doc inquiry was developed without the participation or understanding of TA informational needs. An attempt to bring them together at Woodstock early in the DTA program ended in the resolution

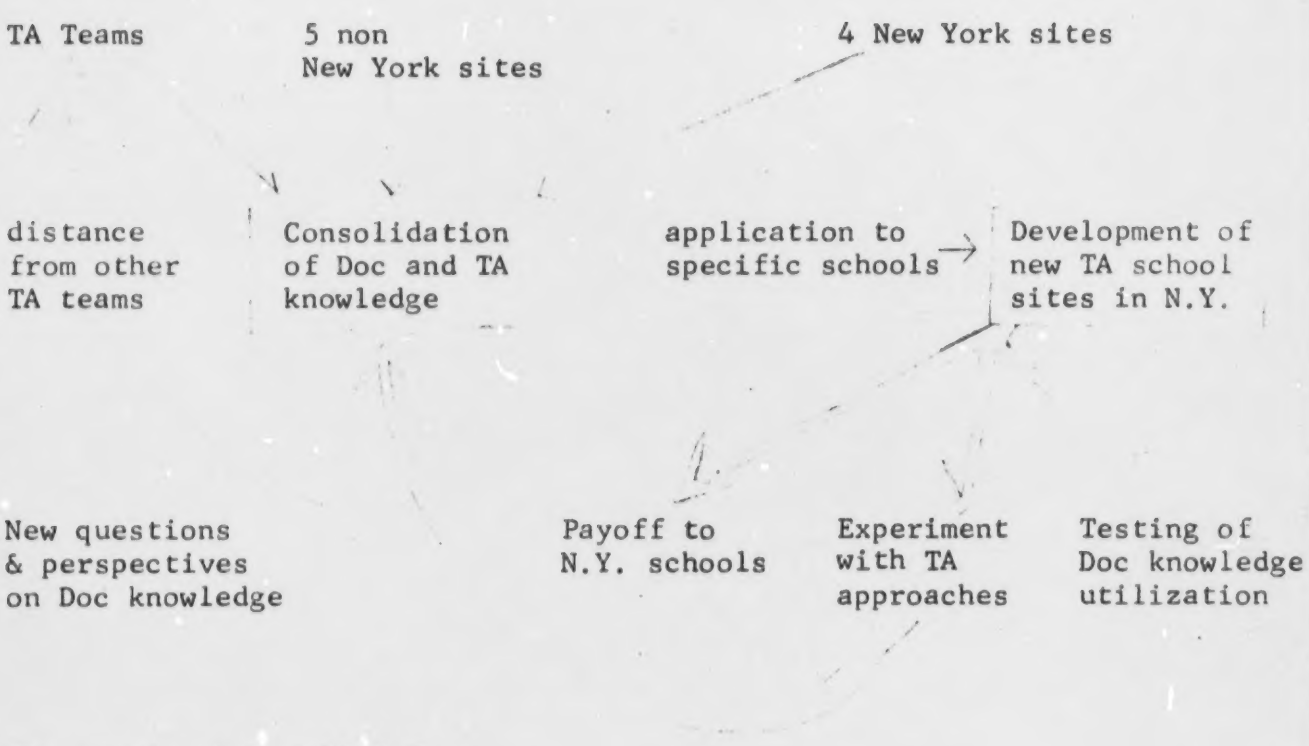
to keep them separate at that phase so that the Doc team would not be the "servants" of the TA units.

5. Technical assistance teams and personnel were never immersed or trained in terms of the nine site data. As a result they do not have a basic understanding of each of the sites, the knowledge to make specific data requests, nor the obligations or commitment to use the nine site data.

The First New York Plan

At the end of Phase I it became clear to Teresa Lenoir, the Doc Research Coordinator for the four New York sites, that DTA structure and procedures would not result in sufficient progress toward the linkage goal. It was her feeling that a more direct link had to be forged between Doc knowledge and technical assistance activities. Her plan as described in the document "Proposal: Toward a Plan for DTA Phase I-Phase II Transition" was to "take maximum advantage of the special strengths and resources of the New York City/DTA center by consolidating the four site Doc data and utilizing this "...experienced-based, largely ethnographic knowledge gained at the New York City sites and in part... from the DTA network..." to carry technical assistance in New York schools.

This plan could be diagrammed in the following way:


TA Teams
5 non New York sites
4 New York sites
distance from other TA teams
Consolidation of Doc and TA knowledge
application to specific schools
Development of new TA school sites in N.Y.
New questions & perspectives on Doc knowledge
Payoff to N.Y. schools
Experiment with TA approaches
Testing of Doc knowledge utilization

The Lenoir plan called for:

1. Consolidation and analysis of the Doc-gained knowledge from the four New York sites.
2. Development of school assistance sites in New York for problem solving and experimentation.
3. Collaborative analysis and action between the four New York site researchers and the technical assistance effort in New York.

In this plan Terry Lenoir would move from Research Coordinator of the New York sites for the Doc team to New York Region Director. As Director, she would coordinate the "linkage" time of the site researchers and the efforts of a technical assistance person to

be hired to work at New York school sites.

The central concept in this plan was the close "linkage" that would take place between the site researchers, the technical assistance person and Terry Lenoir. This group would then:

1. Consolidate Doc knowledge by

   A. "Ethos-building" - undertake among New York City team members a process of sharing understandings and assumptions regarding the nature and the goals of education and schooling.

   B. Holding regular New York/DTA seminars to articulate and share knowledge. The purpose of these seminars was to

> retrieve, organize and integrate Doc produced knowledge and render it in a "utilizable form" for the New York technical assistance effort and other New York production needs. This "utilizable" form would be looked at as producing a problem-solving repertoire...that is, the Doc knowledge will be analyzed and organized specifically for its strengths in dealing with certain kinds of problems or problem solving structures...

The problem solving repertoire that would emerge would be based on the special expertise and experience developed in New York City. However, Terry Lenoir envisioned similar consolidation efforts in sharing results with the entire DTA network.

2. The technical assistance component would select Experimental School Assistance (ESA) sites both for "payoff" of Doc knowledge and to assist in the process of knowlege consolidation.

...A dialogue would take place with personnel at these ESA sites aimed at maximizing the applicability of Doc activities and the fit of the problem solving repertoire with the actual needs and conditions at the ESA sites. Similarly the Doc knowledge obtained from the dialogue will shape the type of school assistance that may be offered.

The New York region felt it had several advantages in being able to carry out this experimental "linkage" procedure:

1. Unlike other scattered sites, the proximity of the New York region sites permits close communications among site researchers for the consolidation of site data.
2. TA activities mounted in the region would have the benefit of the four site researchers right at hand for data provision and informational backup.
3. TA informational needs, new perspectives and experiences could be immediately integrated into the Doc team efforts in the region.
4. The incorporation of Doc and TA activities within the same team increases the possibilities of site data utilization and of a collaborative effort to describe and define TA models.
5. New York Doc sites would be feeding information to New York TA sites overcoming some of the challenges to relevance of cross-system dissemination.

The Second New York Plan: A Major Revision

At the DTA Boulder Conference in July 1976 in which the activities for Phase II were planned, the New York Plan was accepted with one major revision--there would be no technical assistance component. There were several factors involved in this decision:

1. The Doc team wanted primary control over its site researchers in New York so that it could proceed with its overall research design. It was thought that a TA site in New York would draw too heavily on the time of the Doc staff.
2. NIE did not want to have another TA site.
3. A TA site in New York City would have cut into the resources of the other two TA sites in which DTA were fully committed.

This decision changed the overall plan considerably. It meant that the focus for the New York region was now on the consolidation seminars without a clearcut "market" for the results of the seminars. The process of data consolidation as a result of this decision, shifted from a linkage activity back to a Doc activity. This shift removed it from on-going technical assistance leaving once again, no clear focus for shaping the analysis of the data.

In the hope of salvaging the linkage objective and thereby creating a "client" for the products of the consolidation seminars, Terry Lenoir planned to invite other site researchers and members of the technical assistance teams in Chicago and Oakland to be active participants in the seminars and related activities. Thus instead of relating New York/site data to a New York ESA, an attempt would be made through these seminars to get New York City Doc data to be useful to the other site researchers and to the two TA teams in the Oakland and Chicago regions.

The plan as conceived at this stage would involve site researchers and technical assistants from all over the country working with the New York City region to analyze data and get it to the Oakland and Chicago TA efforts. The Region team through this plan became the primary "linkers" in the DTA project. While each TA team had a "TA-Doc linker", this individual's job was generally limited to the written and stored data with only limited resources for developing other kinds of intersite communication. The New York City region team was given the resources to:

1. Consolidate New York City/Doc data and personnel.
2. Relate it to other funded site data and personnel.
3. Synthesize it with TA team efforts and personnel.

From this perspective the activities of the New York City region team were the only significant action to test out the "linkage" concept in the DTA program. (See Y. King's "Knowledge

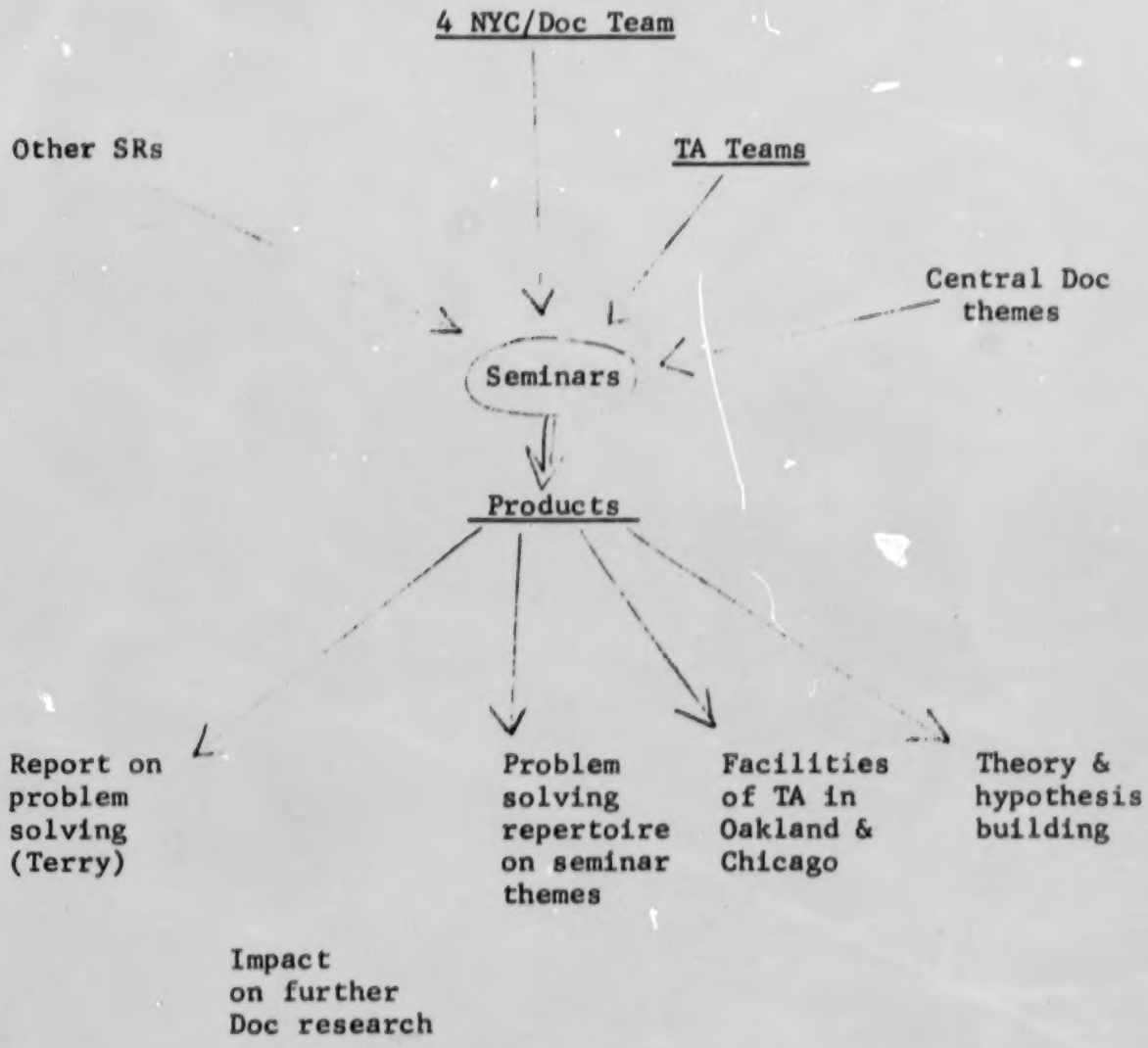
Utilization" paper for another linkage plan).

The Organization of the Seminars

The seminars were designed to provide a forum for:

1. Sharing knowledge and analytical frameworks among the New York City/Doc team members.
2. Reviewing the Steve Wilson "Hunches"/Doc team themes as generated from the nine site data in terms of the New York material.
3. Discussion of specific site strategies for facilitating increased problem solving capacity.
4. Sharing knowledge and developing collaborative action among Doc and TA teams.
5. Training New York City/Doc people to relate to the informational needs of technical assistance and begin to do technical assistance.

The seminar objectives could be diagrammed as follows:



The seminar approach was designed on the basis of data dissemination experiences both within DTA and as reported in the educational literature.

1. In the Utilization of Applicable Research and Demonstration Results (Human Interaction Research Institute) the authors found that among the methods tried:

an improved written report, a conference combined with a site visit to the innovative demonstration and a visit from a staff member of an innovative agency to other agencies-the conference was by far the most effective in stimulating innovation and adaption of innovation.

2. In the same study it was found that

   Conferences are most effective if those who attend are there to teach as well as to learn, to speak as well as to listen.

3. Glaser (1973) finds that introducing changes into conventional schools proceed best when

   ...they have been based on long term personal interaction between persons in the conventional program and those in the alternative (or innovative) program...the most effective single means that can be used to increase information utilization is personal interaction...

4. While the DTA project had many written means of communication and formal processes of data retrieval (e.g., FDFs in the computer system) and the site case studies, these sources were not being effectively utilized. (See Steve Wilson's memo on lack of utilization of case studies by TA teams.) On the other hand, more informal personal contacts among TAs and SRs have led to positive exchanges. Links between site personnel have been an effective means of communicating information (See p. 9, DTA project Overview, 1977 and Y. King's paper on Knowledge Utilization.)

The seminars were divided up into two types: consolidation of data seminars in which N.Y. site researchers shared extensively

their case study data and synthesis seminars in which N.Y. site researchers and members of the Chicago and Oakland TA teams linked site data with TA problems.

The themes for the seminars were generated by Steve Wilson from the nine site doc data (see "Hunches" paper). They represent major issues in cross-site analysis. Within each topic Wilson identified "target states"--ideals or values to which technical assistance groups should aim. The major topics and their target states are:

I Community Accountability (three seminars)

Target states as defined by S. Wilson for the seminars dealing with this topic were:

A. Parent and community identifications of problems and solutions enter powerfully into the deliberations of the school.

B. Parents functioning effectively as a political "fighting force" for the school.

II Professionalization of Teachers (three seminars)

Target states for these seminars include:

A. A state of consciousness which emphasizes certain traditions and expectations about the profession of teaching [but] that there are skills that can be improved over time and that there is new specialized information to be learned and used.

B. Organizational patterns which allow and encourage teachers to help each other around educational activities.

C. A personal set of connections and networks that the staff of a school to outside sources of help, new ideas and information.

III The School as a Well-Functioning Organization (three seminars)

Target states include:

A. A unifying educational theme for the school.

B. A tradition of systematic planning.

C. Internal flexibility.

D. A focus for internal change.

E. Structural sub-groups which allow effective interaction of special interest groups.

IV The Principal as an Educational Leader (three seminars)

A. A situation the principal takes an educationally oriented proprietorship in the school.

B. Existance of political network ties with superiors in the school district and in other influential places.

The functions of the seminar can be diagrammed as follows:

topic	C.A.	C.A.	T as P	C.A.	T as P	T as P	W-F.S.O.	W-F.S.O.	W-F.S.O.	P	P		P
date	11/4/76	11/23/76	12/21/76	1/6/77	1/20/77	2/9/77	2/17/77	3/3/77	3/17/77	3/28/77	4/7/77		5/25/77
Type of Seminar	consol.	consol.	consol.	Synthesis	consol.	Synthesis	consol.	consol.	Synthesis	consol.	Synthesis		network
Participants: DTA													
NY SRs including Patrick Montesano	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
TA team members Oak.				√							✓		✓
Chi.						✓							
TA/Doc Linkers		✓				✓							
Regional Directors(other)													
Frances				✓		✓					✓		✓
Manford				✓							✓		
Dick											✓		
Steve W.						✓		✓			✓		
Management				✓✓							✓		STUDY TEAM
Doc team members													
Other SRs and RCs		✓	✓	✓✓	✓			✓		✓	✓✓		✓
Practitioners			✓		✓								
Teachers			✓		✓								✓
Parents					✓								
Principals													✓
other TA groups from NIE funded sites and visitors	✓							✓	✓				
NIE project officers		✓	✓										
Consultants	✓	✓		✓		✓		✓		✓			✓

(16)

Three seminar sessions were devoted to each topic. The first seminar was generally limited to the NYC/SRs and consultant to consolidate data. The second seminar drew more broadly from other SR sites and practitioners to achieve further consolidation. The third seminar was devoted to synthesis of Doc knowledge and TA action. In this seminar TA people were invited to work with Doc personnel. In one topical area--the "Principal as Educational Leader, another type of synthesis seminar was generated--in this one the "practitioners" were on center stage as principals exchanged data and concerns with Doc and TA people observing and learning.

Wherever possible the format of the seminars dealt with:

1. Objectives and target states.
2. Generation of an analytical framework.
3. Presentation of selected case materials.
4. Presentation of a TA problem.
5. Joint TA and Doc work to generate solutions to the problem.
6. Commitments for continued exchange between TA and Doc staff.

The twelve seminars were attended by all types of DTA staff as well as outside consultants and personnel from the funded sites. In chart I we can see a graphic analysis of the attendance at these seminars. It is interesting that:

1. The seminars attracted a wide range of DTA people, site personnel, consultants and visitors.
2. TA regional team members were sporadic in their attendance.
3. Attendance at New York seminars were also not consistent from DTA central management nor the leadership committee members.
4. For one synthesis seminar, "The School as a Well-Functioning Organization", there were no TA or leadership committee people present.

The issues behind attendance at these seminars will be discussed later in the paper.

The seminars were convened in large groups, small groups and sub-groups. Notes have been recorded, written evaluations have been completed by participants and the sessions have been tape recorded. Participants have given prepared reports and have discussed issues as they arose out of the interaction. Conferences have been supplemented by visits to the New York sites. Participants report extensive informal contacts and exchanges which will be discussed in terms of the individual seminar-topic clusters.

This report attempts to do justice to this extensive human and interaction and informational exchange by:

-Describing the results of each of the seminars and the

procedures and methods by which those results are achieved.

-Identifying cross cutting themes and methods that run throughout the seminar process.

-Using these descriptions and themes to assess the utility of the seminar process as set up by the New York region.

The Seminars

Seminar Series I: Community Accessibility

Three seminars were held on this theme--two consolidation seminars attended primarily by the New York Region team and one synthesis seminar attended by individuals throughout the DTA project.

The first step in the consolidation seminars was a definition of terms in relation to site data:

"What is the meaning of parent?"

"What is the meaning of community?"

"What is considered a problem and a solution?"

The next step was to develop an analytical framework for looking at "community accessibility." The group identified four types of school-parent relationships.

I Wide Active

-Good socio-ethnic mix of school participants.

-Variety of community organizational structures for participation.

-Greater involvement of parents in times of crisis.

-People gain access to the schools on a regular basis.

-Peer parent pressure keeps parents active in the schools.

-Formal and informal in-school structures for parent involvement.

II Wide Non-Active

-Small group of activist parents with the potential of a wider group in times of crisis.

-Not community representatives in any true sense.

-A sense of in-groupedness among activists.

III Narrow (without in-school structures)

-Keeping parents out of the school.

-Staff "paranoia"

-Links with other structures beyond the community.

IV Narrow (with in-school structures)

-School resources for parent use.

-Spacific inschool committees.

-Parent class representatives.

Site researchers then fill in these analytical categories with descriptive information from their schools. In P.S. 75 they found that one of the functions of the Open Corridor program is to get parents to become viable members of the school. Parents can walk into the building and the classrooms at any time. Parents serve as assistants in working with individual children.

There are curriculum workshops for parents. There is a reliance on parents' experiences and ability to get resources in the classroom.

In I.S. 162, the school offers social and educational services to parents. Parents use them but do not come to PTA meetings. Parent-teacher contacts operate around the individual child. School authorities limit parent accessibility by posting guards requiring passes and appointments.

The final step in the first consolidation seminar was to develop a set of principles that site researchers considered "the best of all possible worlds" for community accessibility. These included:

-Active parent participation is sought by school officials.

-Teachers sensitized to children's cultural values.

-Teachers cease talking to children in a derogatory manner.

-Greater accessibility to the school.

-Legitimize the working of parents in the school as part of the employment situation.

-Update the theory of the school to keep up with the changing community.

-Change in the values and norms of professionals in order to better understand children.

These are of course, very general principles and in the form generated in this first seminar, unuseable by technical assistants. The second and third seminars tried to pin down a more specific step of community access strategies. In the second consolidation seminar the group was expanded to include a consultant and the TA Doc linker from L.A.

The first step was a twenty-five minute presentation on community accessibility by Carl Word--the site researcher from L.A. He stressed the considerable parent dissatisfaction at the L.A. school. The Title I advisory board gave the parents the opportunity to get a foot in the door. Through this board and other actions, a small group of parents began to have an active noise in school affairs. However, the school administration--characteristic of the "narrow" category, found ways to undercut this participation.

The seminar then went on to consider the ways in which schools could be made more accessible to parents. It was decided that a demand by parents for the school to be accessible would be a first step. In the absence of a parent demand, if school people desired parental involvement and initiated such actions, the accessibility of the school is of paramount importance.

As a result of the discussion accessibility began to look like the following:

1. The building is physically open--there is an absence of guards, passes and formal rules to monitor the visitation of parents;
2. Receptivity of school people to having parents in the school;
3. Parents have an understanding of their rights vis a vis the school;
4. There is a place for parents to go--i.e. a parents' room. But more important, there is a legitimation of parents in all parts of the school, i.e. offices, classrooms;
5. The timing of school events is accommodated to parents;
6. Skills training is available for parents--pedogogical skills are shared with parents;
7. The philosophy of the educational program encourages the role of parents in all aspects of the child's learning and as active supports for the ongoing activities of the school.

The next step in the second consolidation seminar was to explore a hypothesis developed by Jean J. Schensul, a consultant to the New York region. That is:

The range, intensity, focus and content of the relationship between a school and its community depends on the school's educational philosophy and the structures that are implemented to operationalize that philosophy.

This question was examined in two ways:

1. The TAG's philosophy vis-a-vis parent involvement in schools.
2. The school's philosophy of parent involvement.

The TAG Philosophy

The site researchers responded to this issue in terms of the data from their site:

Urban Coalition: Has no philosophy in terms of parents, except that which they stated for the purposes of funding. The only role they see for parents is to have them serve on the SDT (School Development Team). They have never spoken of parent involvement and are only now developing a philosophy.

CCEC: Favoured community control. Parents/community should have a definite input into what the children learned. The theory of parental involvement however, was not connected to actual practice. CCEC set up an elaborate committee structure to make decisions and promote involvement. The executive committee was supposed to make policy. Committees worked because the school was small. People volunteered for committees. There was a self-selection process for inclusion into activities. Conditions changed. There were changes in the student population; teacher personnel; parent interest and teacher professionalism. The theory and practice did not reflect the change. The instruments for collaboration no longer exist even though the administration's conviction lies with parent involvement. Crisis exacerbated all the issues.

L.A.: Parents have political influence over school boards. White parents have direct control over the schools. White parents have the control which comes from having power. The TAG believes that the parent is the original teacher. Teachers do not have a monopoly on pedagogy.

EDC: The philosophy (theory) of parental involvement was included in the Participative Planning Model (PPM). Participative planning was to involve all constituencies in planning for the school. Parental involvement is now limited to paraprofessionals. There was a structure for community involvement, but there were factors working against it; the timing of meetings, parents intimidated by professionals, the TAG's energy is not directed toward getting parents involved. The structures became dominated by professionals. The success of the TAG's theory of practice was not dependent on parental involvement. Parental involvement was not valued by the TAG.

O.E.: The O.E. philosophy is quite elaborate and the focus is on the child. They translated a child-centered philosophy, emphasizing the inherent capability of the child, into the public schools. The program grew from a small substructure of the school. A combination of forces led to the adoption of the program in the public schools: parents were searching for educational alternatives; decentralization spurred white middle-class parents to search for a

program which would satisfy individual learning styles. The parents support the program and the program makes room for them. There is an emphasis by the TAG on the informal learning style between the child and his/her parent. The teaching style is very similar to the parent informal style.

School's Educational Philosophy vis a vis Parents:

I.S. 162 (UC): Apparently there is no philosophical position on Parental Involvement. There is no real Parental Involement except in crisis. Prior to 1970, there was Parental Involvement because the principal was active in getting parents involved. After he became principal, Parental Involvement dropped. Currently, activist parents are tagged trouble-makers or ignored. Some parents are "bought off" by the principal (getting jobs as paraprofessionals). Parents feel that if they talk too much, something will happen to their children.

CCEC: Park East has the same philosophy of collaboration between teachers, students and parents as CCEC. They have a child-centered philosophy and they also try to cut out the professional baggage teachers usually carry with them.

Monroe and Richman (EDC): No school philosophy of parental involvement. At the beginning of the year, the principal sets the objectives. No energy expended on parental involvement. There is only the rhetoric of a parent role.

P.S. 75 and 84 (O.E.): The principal is supportive of the educational programs. There is a strong notion, more like a commitment to inclusion of parents. Heterogeneous grouping is another enforcing concept for parent inclusion.

These materials allowed the seminar group to define various facilitation strategies for parent involvement in the schools. These included:

1. Apprentice relationships for parents with veteran parents;
2. Parent's room;
3. Invitations to parents to do all kinds of work, especially in classrooms;
4. Absence of policing structures;
5. Organize committees according to the performance of tasks; Eliminate hierarchy and positional status on committees;
6. Watch out for who sustains the committee structure. The administration may take over the committee because they are often in need of a buffer;
7. Sustain committees by independent funding or contributions;
8. Communication by personal contact - calling people up, chain letter style - or a newsletter;
9. Be conscious of the content of the structures set up. There must be a balance and integration of structures with different purposes.

Entry channels for facilitations in promoting school accessibility:

1. Intervention with the principal;
2. Intervention with community organizations;
3. Intervention with disaffected groups of parents or groups;
4. Intervention with teachers.

Entry channels could be affected with any group. The process of intervention need not be from the top down, through the school administration. The identification of relevant and primary groups is esential.

The Synthesis Seminar

On January 6, 1977 the third seminar was held on "Community Accessibility--this one focussed on a synthesis between Doc knowledge and TA action. Members of the central administration of DTA and from the TA teams in Chicago and Oakland joined the New York Region team and its consultants. A detailed agenda was worked out (see appendix). The New York region had some clear-cut goals for this seminar:

1. Supportive exchange of ideas and information between Doc and TA.
2. Identification of TA needs in terms of delivering technical assistance to Chicago and Oakland.
   Site researchers to get clarification on the kinds of new data or formulations of old data that would be most helpful to technical assisters.

3. Initiate personal linkages between site researchers and technical assisters around theories of mutual interest.

4. Relate the current state of DTA's knowledge of Community Accessibility to the school and Parent Involvement. Clarify definitions and approaches.

5. Evaluate the seminar:

   strengths
   weaknesses
   recommendations for improvement

The seminar was structured into two parts; Part I dealt with what DTA is beginning to know about community accessibility and parent involvement. Part II dealt with the identification of needs and problems in TA work.

Bob Brown, the site researcher from Roosevelt School in Louisville initiated Part I by presenting a discussion of his materials from his case study on parent involvement in keeping the school open. In addition to "telling the story" Brown outlined critical activities for parent participation.

> The notion of critical activities is basically to build a lattice or matrix that shows which events must occur before another set of events can occur. (p. 123)

Picking up from this critical activity notion, Dollar, in the next presentation, outlined a hierarchical framework for parent involvement setting out eight stages:

Levels of Parent Participation

1. passive participation: receiver of information
   a. on child
   b. on school

2. social participation: attending open house at school, PTA meetings, bingo games, chili suppers, crafts programs.

3. volunteer service
   a. fund raising (staffing and organizing)
   b. in-school non-educational (lunchroom, corridor, clerical)
   c. in-school educational (tutor, etc.)

4. recipients of training or education
   a. program-related
   b. program-unrelated

5. enlistment as political allies (usually issue-related); includes use of contacts with elites, community org.s.

6. paid employment
   a. classroom (tutors, aides)
   b. nonclassroom (e.g. community worker)

7. decision making - influence: advisory committees

8. policy making - power: governing board; policy committees

Dollar reports that both Brown and Karunakaran from the New York region note the importance of parent involvement at a comfortable level.

> This...allows entry participation at a level comfortable to parents and compatable with present skills. It also provides on-the-job training (and observational learning) for participation at other levels.
>
> (Brown, 1976)

In the East Town High School case study there were unreasonable participation expectations placed on parents. Thus the system of parent involvement generated by Brown and Dollar from DTA knowledge called for a series of defined parent entry points and the ability to move "up" the hierarchy based on the individual skill and motivation of parents. This approach reduces the "expectation" stress and allows parents to self define their level of involement.

Part I concluded with a presentation utilizing slides of parent involvement in the Golden Gate school by the Oakland TA group. This presentation both described a set of relevant action and laid the base for looking at TA needs in Part II of the seminar.

In Part II the group split into two groups to look at TA work and informational needs in Oakland and Chicago. Jay Schensul described the Oakland session in the following way:

> In the case of Bettye and Warren we asked them to tell us about a particular problem they were having at Golden Gate school around the issue of parent involvement/community accessability. One view of the problem was "how do you construct a minischool for parents/adults at Golden Gate School." A more sophisticated view of the problem, later on, became "what should such a mini-school look like." A further problem was "what philosophy should underlie parent involvement in that school." As we worked through the issues, the real problem came to be something like: "the mini-school concept as it has developed, reflects an undesirable view of parents. Are there alternative conceptions of ways in which to involve parents in schools that build on and are shaped by parents' strengths and interests and in that may make a contribution to the school. It took quite a while to work out the underlying problem until we had a lot of information about the school and its principal, the TA team and the district.

When we finally were able to identify the problem, we had had a range of information placed at our disposal about the situation. This information included the following; and it was arrived at fairly systematically (e.g. Warren offered the early history of TA involvement in the district; Bettye discussed the district, and her involvement in three schools, the nature of the schools and the community; etc.

1. We needed to understand the issue in the light of the overall set of changes and influences occuring in the district around basic education and reading and math skills.

2. We needed information about the TA team and its relationship to the school, to give us insight into what was possible and desirable from the TA point of view, and to inform us about the degree of influence the TA team had in the school.

3. We needed information on the nature of the community of parents, including the extent to which they were organized and the history of the community.

4. We needed information about the history of parent involvement in the school and the principal's view of it.

5. We needed to have Bettye provide us with what her values and concerns were in the situation.

6. We needed to understand different perspectives on the issue held by the main actors--in this case, Bettye, Warren, Mrs. Anderson all had different views of the minischool and the way they would feel comfortable handling it.

If we looked over the notes, we would probably see that we needed and used more categories of information than the above mentioned, and that a lot of the questions that were asked of Bettye and Warren came from insights drawn from the research sites or from personal experience.

> A radical approach to problem definition then, sees a problem as deeply embedded in its context. Problems are not defined and clarified by asking people to state what their problems are...such statements only provide us clues to follow in trying to figure out what the real issue is. Until we know enough about the context to understand the problem itself, we can't bring useful theory and information to bear on its resolution.

This problem solving session began to give the DTA/New York region a notion of just what give-and-take is necessary to create effective Doc-TA linkage. The continuing linkage of site researchers to the TA action can have the following effects in Jean J. Schensul's terms:

1. Move beyond personnal identification with individual sites.
2. Facilitate the sharing of information among site researchers about sites.
3. Encourage participants to use a broad range of information and perspectives to work out this problem.
4. Show participants what their implicit and explicit values were in addressing the problem.

All of these are interesting insofar as they help to move researchers beyond the individualism, competition, academic-scientific orientation, etc., that non-problem oriented research tends to impose on people. In some ways, what was most interesting was the fact that SRs might individually disagree greatly on

theoretical frameworks or philosophies of community involvement, but when it came to developing a perspective on a real life problem, virtually everyone understood the contradictions Bettye was laying out, was able to offer something to help resolve them, and was sympathetic to the solution. This is an overwhelming phenomenon when one talks about the potential objectivity of grounded research or any kind of research for that matter. Methodologically it couldn't be more important, since very likely value stances implicitly as well as explicitly color the research data. It also suggests that action research, far more than "basic research" can make clear the values of researchers, and that indeed the only way we can clarify our own values and positions (which by the way, happens on an ongoing basis), is through involvement in action in the real world.

Evaluation questionnaires were distributed to all participants. The evaluations indicated the excitement of participants in working out the linkage process. In response to the question, "Is the format of today's meeting a productive way of exchanging information?", all fourteen participants responded affirmatively. Explanations centered on these typical comments:

> "The first opportunity to reality test the operational model being used at Golden Gate."
>
> "Builds trust between givers and receivers [of information]."
>
> "Allows sharing of perspectives."

In response to the question, "What did you personally learn and/or find beneficial?", the following was a sample of responses:

"The difficulty of school-community exchanges."

"Seeing TA and Doc folks work on actual issues."

"This was today the first DTA information exchange opportunity I've experienced."

"That a one-to-one correspondence between the context of Doc site and TA site is not essential if the problem is clear."

"That frameworks are essential for clarifying linkage and knowledge transfer. Raw stuff is not enough."

"Real problems that TA people are dealing with--what they want to know."

"...needs to be a more direct" market for Doc knowledge.

"That DTA may in fact be reenforcing somewhat of a deficit model in providing primarily 'safe' alternatives of parent participation."

In response to the question, "How do you plan to utilize the knowledge gained at today's meeting," the following comments were generated:

"To be particularly conscious of DTA's value positions."

"I now see TAs as clients. Their questions and concerns serve as a basis for clearer perception of my [SR] observations."

"Thinking about overall project synthesis."

"I [SR] will try to deal with concrete issues at the site that may help TAs."

Seven specific agreements were generated from the seminar for exchange of information between Doc and TA people. These agreements included:

1. Warren Bell to exchange with Bettye around parent resource centers and parent involvement.
2. Jacqueline Davis to send materials to Frances Holliday.
3. Chitra Karunakaran to send materials on Open Corridor to Bettye Williams.
4. Frances Holliday to receive examples of student projects from Lilliam Paoli and Jacqueline Davis.
5. Chitra Karunakaran sent transcripts of an interview conducted with Sid Morrison, principal of P.S. 84 on parent/community involvement to Bettye Williams.

Another direct outgrowth of the "Community Accessibility" seminar is the paper "Toward a Problem Solving Repertoire for Community Accessibility to Schools," written by Bruce Dollar in collaboration with the New York Region. Dollar sees a problem solving repertoire as:

> ...the particular knowledge base generated through DTA research...This knowledge base, along with supplemental material deriving from individual skills, expertise and other resources at the disposal of DTA forms...the project's "TA capacity." Such a repertoire would serve ...as a means of indicating to interested parties the nature and the scope of the knowledge gathered at the sites and therefore available on an as-needed basis. Potential TA recipients could use the PSR to determine whether there is a match with their needs...Once this has been done a specific request could be made to be furnished with more information.

The key of course to use of the PSR are the linkage contacts which the community accessibility seminar began to generate. The New York region has just completed PSR's for each of the other topic areas.

Seminar Series II: The Professionalization of Teachers

This series of two seminars had as its purposes the following:

1. Understanding what teachers do and in what kinds of social contexts they operate.
2. Discussing possible support systems and other strategies to encourage the professional development of teachers.
3. Sharing information and frameworks with technical assistance team members in Eugene/Oakland and Chicag, in the context of their identified problems.

The first seminar presented perspectives by selected guests from inside and outside the project. In addition, some potential stages and issues in teacher development were identified based on the nine site data and guest input. The second seminar allowed the New York Team to present an overview after which site researchers worked with TA team members in small groups to identify problems around teacher development and to apply site data to potential solutions.

Seminar I: The Professionalization of Teachers (January 20, 1977)

This seminar served as an introduction to the issue of teacher professionalization. Although it was not a DTA synthesis seminar, nevertheless, the seminar included as guests, "key actors" in a number of the Doc Team sites. These actors included resource people working with teachers from three of the New York research sites and a number of board members from the Minneapolis Teacher Center site.

During the first part of the morning, Steve Sherlock, site researcher from Minneapolis, and the New York resource people presented perspectives on teacher development. Sherlock and Nierman (I.S. 162) discussed the functions of internal and external teacher centers, in building support among teachers, and increasing their roles, capabilities and power within individual buildings.

Fennel presented the parents' view on the teacher as professional. One of her underlying assumptions seemed to be that parental concern and involvement with some kinds of programs helped to encourage teacher development.

> I'm pushing a Black studies program but there is a lot of resistance. Two-thirds of the school is not moving on a direct order from the principal...I got back on the phone and called the parents and said, "Hey, what's happening in your classroom. Do you realize what's going on? Get in there and talk to your teachers." I heard yesterday that 80% of the school is working on a Black Studies project.

Schroder described her work as helping to facilitate more effective communication and greater respect among parents and teachers in P.S. 84 through focusing on the Parent Resource Room as a vehicle. Thus two major themes emerged in this early part of the seminar:

1. Teacher centers can function to build effective support networks among teachers, and to provide them with an arena for professional development through curricula, resources, etc., if
   (a) the goals of such centers are clear;
   (b) teachers are involved in them from the beginning in a decision-making capacity;
   (c) time is taken by well-trained staff to work with teachers both in the center, and in their schools or classrooms.

11. Parents can be a significant resource in enhancing the professional status of teachers <u>if</u> they are able to operate independently to develop their own goals, programs, etc., and then work with teachers on a collaborative basis.

The second part of the workshop moved toward developing stages of teacher development. (See attached "stages of teacher development," seminar notes, p. 9 and 10). Some important underlying themes which appeared in this list and which were later expanded by Wagenberg (see Teachers as Professionals) included the

following (in order of sequence):

1. The consciousness of teachers concerning the desirability and potential excitement of change is developed.
2. Teachers voluntarily wish to change.
3. Teachers control their own agenda.
4. Teachers have strategies for evaluating their own teaching styles.
5. Teachers begin to see their role in the context of the whole school and the community, rather then just the child and the classroom.
6. Teachers develop space to meet, find ways of gaining resources to meet their needs, and form adhoc or permanent structures to enhance "group support," such as families, mini-schools, resource centers, etc.
7. The principal supports the effort by allocating funds, decentralizing decision-making in other areas, giving consideration to space and other building resources, allowing independence in curriculum development, and qualling opposition (internal and external) by encouraging public and private review of problems.
8. There is a socialization effort which enables new teachers to move into the change program comfortably and with an awareness of what the program is about.

One could suggest that these themes are in fact preliminary "capacities," necessary though not sufficient, in supporting the development of teachers as professionals. These materials were synthesized, and presented by T. Lenoir in an introduction to the second seminar.

Board members of the East Area Teacher Center (Minneapolis) participated throughout the seminar. In addition to presenting issues related to their site (including future funding), they contributed to discussion of teachers' roles and issues facing teachers.

Their greatest impact on the seminar, however, occurred toward about midway through the afternoon session. At this time, they expressed dissatisfaction with the level of abstractness of the discussions, and requested more concrete down-to-earth input. As Renee Beymer stated:

> I deal with kids. That's what I want to do. That's what I need to know about. This [seminar] is an ivory tower discussion! (New York Region Draft report, December 21, 1976)

The response of Teresa Lenoir, facilitator, was to refocus discussion to the concerns of the Minneapolis teachers. The teachers were asked to list their needs and concerns, which included such things as, "want kids to learn basic skills," "recognizing children's needs," dealing with the notion that "teachers are thought to have answers to complex questions," and

"solving discipline problems." Site researchers tried to meet these needs through recounting teacher training and support strategies in the New York sites. Nevertheless, communication around axiom on goal was not achieved during this afternoon session even though:

1. Teachers were demonstrably able to generalize and conceptualize with researchers.
2. Researchers were able to offer some concrete and practical suggestions from the data on teacher training.

There are several possible explanations for the problem raised by the Minneapolis teachers.

1. They were not major participants in the earlier portions of the seminar, and were alienated.
2. Their role at the seminar may not have been clearly defined. Thus they may have been frustrated.
3. They came in with a set of needs around funding and the development of support and training for teachers in their situation, and found that the attempts of the researchers to generalize, did not provide them with materials useful to their own problems.

The seminar itself, like other initial seminars, was to have involved cross-site analysis. Linkage was not the intention of the seminar. Nevertheless, the fact that the teachers from Minneapolis were unable to find meaning in the process of abstracting

from the data points out once again, the inherent gap between research operations and the world of practice. As Paoli suggested, "the group was talking on two different levels (i.e. from the research perspective and from the teacher perspective) and was not 'bridging the gap.'" (Seminar notes, December 21, 1976.)

The third seminar on teachers was a synthesis seminar which included the New York Regional staff, Phil Runkel from Oregon, and Frances Holliday from the Chicago TA teams and other support visitors. Its goals were to facilitate:

1. Supportive exchange of ideas and information between Doc and TA.
2. Identification of TA needs in terms of delivering technical assistance to Chicago and Oakland.
3. Initiation of personal linkages between site researchers and technical assisters around theories of mutual interest.
4. Relating of the current state of DTA's knowledge of community accessibility to the school and parent involvement.

(Goal statement-Synthesis Seminar, February 9, 1977)

The schedule of the seminar involved presentations by Oakland and Chicago TAs on their work with teachers. These were followed by problem diagnosis, and in small groups, and a discussion between TAs and SRs about possible uses of nine site data in relation to identified problems.

Materials from Chicago on the principal TA site at Ross school where work was ongoing with teachers, arrived before the seminar. These materials included outlines of Open Corridor workshops offered by TA team members to Ross teachers, and assessments by Ross teachers of perceived needs in the program. These materials did not include a statement of problems from the Chicago TA team concerning their work with teachers. No materials were forthcoming from Eugene before the seminar, on work with high school teachers. Thus SRs and TAs arrived at the seminar basically unprepared for the identification of problems in the TA work, and the identification of appropriate data and suggestions to facilitate these problems.

Regardless, the seminar generated a considerable amount of material. Problem identification in Chicago focused on the following:

1. "How can the TA team involve the principal in the team work with teachers, especially in its work centered on cooperative teaching?"
2. (Holliday) What specific information (data) is available about principals' activities with and for teachers?
3. (Stewart) What information is available about activities supporting the development of teams and team spirit among teachers.

Site researchers offered insights on principals' input into

work with teachers around organizational development and team building (Davis, EDC), working with children, developing programs, running workshops, attracting volunteers. (Karunakaran, OC)

Problem identification in Eugene/Oakland centered on how to facilitate interaction between teachers and counsellors in Oak Tech high school. Some important ideas that emerged from discussion between SRs and Runkel included the following:

1. Teachers and counselors should be clear about their respective domains of competency.
2. Counsellors should move out of their offices.
3. One vehicle for doing this might be a joint teacher/counsellor project.
4. Counsellors could train teachers, or student peers to counsel.
5. Need for clear principal support of counsellor role.

This seminar was followed by several exchanges between Paoli (CCEC, NY) and Runkel, and between Karunakaran,Montesano and Runkel. Runkel requested a report of the seminar which was forwarded on February 14. He responded with:

> Thanks for sending me the report. I found it very lucid and useful...Reading your report makes me feel that DTA has at last reached maturity in extracting knowledge from observed activities at sites, and in making sense out of it. (Memo, Runkel to Karunakaran and Montesano, February 22, 1977)

In response to a several page letter from Paoli on problem solving capacity at CCEC, Runkel replied:

> It was exactly the kind of analysis I needed...I was especially interested in your remarks about institutionalization. Thanks again.
> (letter, Runkel to Paoli, Mar. 18, 1977)

The reviews of this synthesis seminar were generally positive. The eleven participants filled in short questionnaires in which they assessed format, benefits, potential linkages, obstacles to productivity and suggestions for further workshops. There was overwhelming agreement that face-to-face interaction among members of the project around a problem increased understanding (1) of the work of the TA teams; (2) ways in which data can be used to support the work of the TA teams.

Site researchers reported that they felt their data was used in the discussions and TA team members were generally satisfied that they had gotten some useful information and suggestions from the New York team.

There were, however, some reservations about the degree of usefulness of the materials per se. Holliday reported more benefit from reviewing the work of the team with the SRs than from specific information. Stewart expressed doubt about the usefulness of the materials in relation to the expense of the seminar. Wilson and Baldwin pointed out that more preliminary work on problem identification and data analysis would have facilitated

the progress of the workshop. It was also suggested that visits by SRs to TA sites would provide them with the "context" to help clarify problems and seek out relevant data.

Summary

These workshops generated a lot of potentially useful material, primarily strategies for supporting teacher development, team building among teachers, and principal support for teacher development. Some of the materials from the first seminar such as the developmental process outlined by Karunakaran, were integrated into the second. Site researchers were able to plug in a number of relevant suggestions in relation to increasing teacher/counselor collaboration and the support of teacher teams. The major problem with this seminar as with the other synthesis seminars lies with the process itself. The seminar structure lends itself to "consultation", a form of exchange in which practitioners raise the problem, and "consultants" suggest solutions on various levels of abstractions. However, the usefulness of these "solutions" in the actual TA working context cannot be tested and reviewed. Thus Holliday could say that "like last time,"the seminar didn't really give her any solid information to take back to Chicago. (Summary notes, Montesano, February 9th.) Visits of site researchers to TA sites represents only a partial solution to this problem.

Finally, some linkages were made at the seminar which were followed upon, including exchanges between Paoli and Runkel, and between Karunakaran and the Chicago TA team. These few exchanges however, nowhere determined the richness of the data/person resources in the New York office. The problems inherent in intra-project linkage are outlined elsewhere in this paper, as well as in several study team papers, and the Phase II final report.

Seminar Series III: The School as a Well-Functioning Organization

The series of three seminars held on this topic centered around:

1. Defining and delimiting the central issues. Power and its distribution and utilization in the context of the school emerged as the central factor in determining the school as a well functioning organization.
2. Presentation of case materials from selected sites that illustrated the principle of redistribution of power in relation to other factors characteristic of the well functioning school organization.
3. Work with the TA groups in Oakland and Chicago to meet their informational needs related to the organizational functioning of the school.

At the first orienting seminar, the New York Regional staff investigated the assumptions underlying a well functioning school (February 17, 1977) and considered these assumptions in relation to site data.

At the second consolidation seminar, participants attempted to identify and agree upon the characteristics of a well functioning school organization, basing their work upon the nine site data base, and relevant literature. During these discussions the key notion of POWER emerged. It was noted that the "exercise, distribution and redistribution of power have been observed both in the strategies of the technical assistance groups, and in the daily life of the schools." This notion of Power served as the focal point for the third seminar in this series.

In the synthesis seminar, Lenoir gave an overview of the power issue from the literature and the nine site data. Quoting from Greinar (1965) she pointed out that a major underlying dimension of seven commonly used approaches to organizational changes was redistribution of power. These approaches were:

1. the decree approach;
2. the replacement approach;
3. the structural approach;
4. the group decision approach
5. the data discussion approach;
6. the group problem solving approach
7. the T-Group approach

She pointed out that the same emphasis appears across the nine sites, although people do not refer to the concept of power.

> Nevertheless, site people who are working with it recognize what it is. They are, in effect, redistributing power, and they know exactly what they are doing.

The key issue then became further clarified as the redistribution of power. Some strategies emerging from the nine site data around redistribution of power included the following:

1. parents taking power.
2. a staff creating a subschool within a school.
3. parent removing and selecting principals.
4. a group receiving a legal contract from central powers to start a school.
5. reallocation of resources within the teaching staff.
6. sharing of power by principal in collegial manner.
7. legal authorization of redistribution of power by the school system.
8. mini-communities within the overall organization.
9. decision-making or policy committees or groups.

The data in this seminar suggest that one of the most important underlying assumptions in discussing a well functioning organization is that:

the more people in organizations control their own destinies, the more effectively the organization will function. A necessary condition of a well functioning school organization therefore, is the redistribution of power. Other related characteristics are the following:

1. Sharing of power.
2. Roles clearly defined though flexible.
3. Roles relate to underlying philosophy--focus on children.
4. Sufficient resources, properly allocated and managed.
5. Training and support for roles and people in them. The ability of individuals to learn new roles and skills is assumed.
6. Systematic long-range planning, monitoring and evaluation.
7. "The school accepts the responsibility for imparting skills to students."

The second part of this synthesis seminar was intended to concentrate on discussions and problems raised by TA representatives from Chicago and Oakland for a number of reasons. At the end of the seminar, New York City/Doc team members discussing TA participation in the seminar stated their feelings:

> When we've asked them (TA) to come up with a problem, they give the impression that they're doing it only for our (SRs, NY) benefit. The problems in the work aren't really problems at all.
>
> It's a problem, but they (TA) have their own ideas about how they're going to handly it anyway.
>
> We think we're being patronized...

> When you start asking them questions, you get the feeling that they are not prepared [for a problem diagnosis session in a synthesis seminar, for example.]

Finally, it is worth pointing out that as in the case of the Synthesis Seminar on community accessibility, the Doc team was reduced to the process of "consulting" with technical assisters. However, at least an exchange and probing of information and suggestions was possible because Bettye Williams was available and entered into discussions with site researchers. In this seminar, assistance was forced to take the form of preparing written suggestions, guidelines, directions, etc., for both Oakland and Chicago TA. Although they were in response to written questions, these written materials which required quite a lot of SR's time were much like the other written materials the project produces. That is to say, that the questions were time bound. By the time the materials reached the TA teams, there is some question as to whether the materials were out of data, or no longer directly relevant. In no case were there any follow-up responses on the part of TA team members to these materials.

We could conclude that while site researchers in New York increased their skills in using research to assess and interpret the "deep structure of problems" and to generate solutions, the <u>impact on the project</u> of this seminar was limited.

Seminar Series IV: The Principal as Educational Leader

The series of three seminars organized around discussions of the principal's role as educational leader had the following structure:

The First Consolidation Seminar:

1. A search through the data for behaviors in principals in the nine sites that indicate taking on educational leadership.
2. Presentations by New York City site researchers on material from sites relevant to #1.
3. Exploring ways in which principals can contribute to or deter from problem solving capacity in schools.

The role of principal, as it emerged in this seminar, is a highly complex one involving all aspects of the school. Unlike the teacher, the parent and the organizer as a whole, the role is embodied in one person. SRs in this seminar were able to generate considerable data on this person because he/she played such a significant part in school decision, plans, meetings, etc. This data was discussed in this seminar, leading to integrated framework for viewing the principal's role, presented by Lenoir in Seminar II.

DTA technical assisters were not present at the synthesis seminar. The team therefore decided to use as an alternative

approach--a twenty minute taped discussion between Lenoir and Schmuck discussing the status of plans for the SWAS at Golden Gate School. After listening to this tape, the team decided to raise questions about the school, principal, staff and parents which would be useful to the TA team in thinking over its strategy in relation to this project. These questions were subsequently drawn into a memo by P. Montesano and sent to Schmuck.

The group employed a similar strategy in relation to a request which Holliday had given to Lenoir in a phone conversation before the seminar. The question:

> What useful data do site researchers have about the nature and functioning of structural groups smaller than the total school?

The SRs said that such data was already available in some of the case studies and they therefore decided to outline an index of relevant material. This information was compiled in a memo to Holliday from Montesano.

Evaluation

An internal evaluation followed this seminar, as in the others. In this evaluation, site researchers reiterated a common theme in the project (see Wilson's memos on use of doc material--fall, 1976, and the use of case studies, winter, 1977, study team notes, Doc conference-June, 1976) that some of the TA people were not genuinely interested in Doc data of information in case studies, and that some TA people were not motivated to participate

in linkage activities of any kind.

Several technical assisters from Oakland and Chicago were invited to this seminar. They received materials informing them of the nature of the seminar and ways in which they could become involved. It appears as if they received no encouragement from either the Leadership Team, or the central administration of the project to attend this seminar. Such a situation raises questions about the way in which the wider project and the technical assistance teams perceived, on one hand, the importance of using the nine sites data, and on the other hand, the importance of any kind of intellectual synthesis based on Doc data in the project.

In this series, the second session was a synthesis seminar to which Eugene and Chicago TA people were invited. It proceeded in a way slightly different from previous synthesis seminars. In this seminar, technical assisters had the floor, and along with site researchers an attempt was made to develop a collaborative TA/SR work style.

Thus, this seminar was initiated with a presentation of site data on principals from Oakland and New York. It was followed by the presentation of one problem by the Eugene TA team, involving the principal at the Oakland TA site. TA and Doc people then worked on the data together to generate a model of behaviors and skills needed for principals to facilitate problem solving.

T. Lenoir identified three aspects of the principal's role: pedagogical, managerial and political, and listed a number of key skills in each of these dimensions. These skills and experiences are used in Lenoir's framework in both crisis and non-crisis situations. It is simply that in each of these situations they must be applied differently: in crisis for example, to student population changes, parent demands, threats to withdraw funding, etc., and in non-crisis to internal staff decisions, collective bargaining, the introduction of new teachers. The presentation of this framework led to the next part of the seminar in which the TA problems in Oakland were dealt with.

Janis Clark, a TA from Oakland and Dick Schmuck, the coordinator of the team needed information on how to best work with the principal at Highland School. Schmuck presented an overview while Clark complimented Schmuck's presentation with discussion of the principal and her leadership style.

The synthesis seminar then divided up into two groups; one group to carry out a problem solving linkage between SRs and TA people from Oakland, the other to work with the SR from L.A. to develop methods for documenting principals.

J. Clark described in detail behaviors of the Highland School principal and the efforts of the principal and of the TA team to involve parents. In addition, Clark expressed feelings

of inadequacy as a TA specialist in the site which she claims is partially a result of her not receiving sufficient help and training from the rest of the TA team in Eugene.

The rest of the small group (Lenoir, Montesano, Davis, Paoli, Wilson, Holmes) suggested various "areas of leverage" and "Leverage Points for Action" for Clark's TA work. These points were summarized by T. Lenoir after the seminar. The comments of the group as described for principals were:

> Discuss with the principal the ways in which she would like to see parents involved and the necessary steps that have to take place before you can get to parents being able to be involved. She might then see that parent involvement is not something you pull out of a hat (although I'm sure she is aware of that). She may see that social activities are a part of a strategy for parent involvement and probably cannot be successful without some purely social outlets.
>
> "Recommend to the principals some of the strategies or alternatives you recommended to the parents. Consistency is important."
>
> "Ask the principal if she would tactfully assist you in asking the teachers to donate their expertise to workshop activities and then go ask sympathetic teachers yourself."
>
> "Can you hook up Ms. Frazier with principals who have successfully pulled off a parent involvement strategy in their schools? I know I'm using strategy quite often. I do not mean any hard and fast way of doing it. I only mean some conciousness and meaning behind the planning and implementation of activities involving parents. You could also put together for Mrs. Fraizer some examples of successful parent involvement programs. There are more ways to accomplish this than the Grant school model."

There are infinately more possibilities for the principal and the parents to work together rather than in conflict, although you must realize that collaborative work between professionals and parents is the end product of many years of hard work on both sides. I think the Problem Solving Repertoire on Parents might give you some other ideas; Dick has a copy; maybe you could get him to send you a copy and share it with Ms. Fraizer and the parents. We would like to know what practitioners think of it.

The memo also dealt with:

--Strengths of the school site

--Areas of technical assistance--possibilities and leverages

--Development of your (Clark's) professional strengths

The large group met again briefly to review the seminar. J. Clark was pleased with her discussions and the information she received from the members of the research team. She said the alternative ways of looking at the situations in which she was involved were offered, that her own needs (from Eugene and the rest of the TA team) were highlighted, and that her own expectations of what she could accomplish at the school were reasonably adjusted.

The third seminar presented a new concept for the New York region, including key funded site personnel from Doc sites into the seminar. In a sense this seminar also represented a synthesis seminar since it included both SRs and TAs as well as principals from two New York schools, a Chicago school, a Washington, D.C., Louisville, and Minneapolis school. This seminar was entitled The Principal as Key Decision-Maker in School Problem Solving.

The goals, as outlined by T. Lenoir included the following:

1. Help build networks among principals, and among principals and site researchers.
2. Discuss topics listed on program.
3. Provide an arena for SRs to assist principals.
4. To understand principals' views on issues.

Much of this seminar was conducted in two groups: the secondary school principals, and the elementary school principals. As laid out in the goals of the seminar, the TAs and SRs were to take a background role to the discussion chaired by a facilitator and focused on the principals.

The seminar was held over a two-day period. The first day was devoted to discussion; in formal sessions, primarily among the principals; and in the informal times, among principals, TAs and SRs. The principals represented a very diverse group with diverse interests. As with other seminars, the discussion topics were too broad, and it was difficult to find common ground among principals. Secondly, the seminar existed "out of reality," thus there was not a clear cut, real world problem to refer to. Nevertheless, principals had the opportunity to find out about each other, and were able to carry on continued conversations throughout the course of the two day period.

A further problem with the seminar setting was that the role of SRs and TAs was quite unclear. They were asked to clarify,

facilitate, add suggestions, etc., but were also told not to dominate. Because there was no problem to work on, how they were to help focus discussion and offer instances and experiences from the data base was not clear. This seminar did not offer a useful arena to test the TA skills of either the TAs themselves, or the site researchers.

The site visits scheduled for the following day did offer such an arena. The New York SRs arranged visits for all of the visiting principals, TAs and SRs, to the New York school sites. During the course of these visits, principals asked for information, contacts, ideas and other input.

There were several interesting outgrowths of this seminar. Janis Clark reported that it helped establish a good working relationship between the Highland School (Oakland) principal, and herself. She expressed it in a letter to Lenoir, written on the last day of her visit to New York. (See pp. 61-62.)

A second consequence developed as a result of the enthusiasm of the principal at Betsey Ross School in Chicago. She had just developed an Open Corridor program, and decided, because of the seminar and her visit to P.S. 75 and 84 and the Weber workshop, to develop a sister school relationship between the Ross OC program and P.S. 84. She also was exploring the possibility of sending some of the Ross school teachers to the summer OC

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Terry,

I wanted to write you right away - in my excitement - to let you know how profitable I thought the conference was + to thank you for allowing me to share in it.

Mrs. Frazier + I got along really well + I think coming to N.Y. together like this only helped build bonds between us. Plus I think we both learned a lot from the other participants.

Please thank Chitra for taking us around on Thurs., + tell her I will try + get ahold of the tape, play it, + try + use

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it at Highland.

Anyway, Terry, I thought the conference/workshop was a great success. We all gained so much. I think it will take a few more days for it to all sift in!

Sorry about the handwriting, but I'm dashing off to my big pit place.

Take care + thanks again.

Janice Clark

workshops at the Workshop Center in New York. When J. Schensul interviewed her at the Ross School on June 1, 1977, the principal inquired as to whether the staff of the program would be interested in having several representatives attend the workshop. Later in the day she reported that she had already begun to solicit money for such a trip from the district.

Evaluation

These seminars produced a considerable amount of data and some interesting exchanges between SRs, TAs and school practitioners. The most productive exchanges appeared to revolve around real situations: the developing of suggestions for work in Highland School; discussions around visits to schools in New York. Data synthesis, on the other hand, had a linear function, that is, the data were integrated, and presented to the audience at hand, but there is no clear indication that the data or the frameworks were used in direct or even indirect ways to facilitate work around real issues.

Attempts were made before the seminar to identify principals' interests and concerns. However, these data were not made available to the participants in the seminar. Principals were asked to identify these issues early during the seminar day; but each principal was concerned with a different issue, thus it was not possible to take one problem and work it through.

There are indications that some of the principals throughout the system have been keeping in touch. However, there was no reason to believe that such a disparate group of principals would develop networks. In fact, it would have been more reasonable, had the project considered it "political," to work with networks of principals in New York City, concentrating on topics of known interest to them pulled from the data and personal contacts. Had the region been allowed to carry out technical assistance in New York in Phase II, the seminar would have taken this shape.

In spite of these problems, the overwhelming reaction to the seminar was one of great enthusiasm by the invited principals. About half of the principals have already returned responses to an evaluation form sent out by the New York office. These reports suggest that they found the discussion sessions, informal talks with other principals, and the visits to the school and other centers of interest very exciting. For example,

A Chicago principal....

> I was struck by the similarity of problems expressed by participants in the seminar. It seemed to me that a big factor in successful school administration is working around bureaucratic administration for the benefit of school children and programs...I plan to develop a proposal (based on Artist in Residence program at P.S. 75) ...for funding of an artist in residence type program for _____ School. If you have any information or techniques that would be helpful I would appreciate your input...Overall, the seminar was most helpful to me. I particularly enjoyed the school visits and the resource center visit. I received many new ideas from

these sources and will begin to implement many things I saw at the two schools here [in Chicago] in the fall.

An Oakland principal...

> [I learned that] parents and/or teachers must be included and involved in any process for change if it is to become successful. Changes take time, patience and consistency. The principal sets the tone and pace for changes to occur...would like more information on plexiglass windows...on method and procedures...[I would like to see] specific times for sharing [among principals] to report what is happening. Seminar: Very exciting. It was great meeting other principals from other areas and most especially to discuss common problems. School visit: Excellent but not long enough. A very special thanks for inviting me.

A Louisville assistant principal...

> I felt the real issue was accountability (not testing) and how principals need to be held accountable. The role of the school seemed quite limited to teaching kids academic skills. Personally I sensed a lack of enthusiasm and interest for innovative educational approaches...I liked the idea of parents designing the [OC] programs and coordinating the resource room and OC programs...The Workshop Center was exciting and I wish we had our own locally...It [the seminar] was fun!! Mostly I enjoyed the people I met. One contact has already proved beneficial as some of our staff contacted him on a visit to Minneapolis...I sure hope parents get the same opportunity...Thanks for having me to New York.

Gladys Rivera reported:

> Harvey Goldenberg said of the Principals' Seminar that it was a very good exchange...He agreed to send the principal from Washington materials on the Parent Academy and the Learning Center...The principal from Washington felt that the visit to I.S. 162 was a worthwhile experience because he was able to go back with pertinent ideas for his cabinet.
>
> (report submitted to NY office 5/27/77)

The Linkage Process: An Assessment of Seminar Impact

The primary goal of the New York Region seminars was to produce social research results which could make a significant contribution to technical assistance and ultimately to the nature of the educational process in schools. It must be recognized that this goal runs counter to the mainstream of social science research. The great majority of such research aims not at immediate practical utility but to a long-range contribution to the intellectual understanding of human behavior within a particular realm. Social research is a device for explaining and describing past action--its utility for predicting future events is limited by its technology and the orientations of its practitioners. From a technological point of view, social research has great difficulty in keeping up with rapidly shifting contingencies. Its qualitative and quantitative methodology for data collection is slow and not easily adapted to "large" phenomena. Social researchers tend to work apart from potential data users selecting research questions and analytical perspectives from their disciplines and from their own curiosities. Such a process rarely results in generating the most significant results for action.

On the other hand, those individuals who are actionists, e.g., program directors, planners, systems changers seem to have a blind spot when it comes to finding uses for social data. They frequently find it more appropriate to base programs on

"what ought to be," and to be little concerned over knowing the impact of their actions and of projecting their own behavior and perceptions on complex social scenes. They insist on remaking the social fabric with little desire to know how it's constructed and how it operates.

In the last 20-30 years, the appearance of "applied" social science fields and hyphenated subfields, e.g., educational antropology, medical sociology, indicate that there have been and are researchers interested in dealing in gaps between research and action. While some advances have been made, the methodology of "action research" has barely begun to be worked out. We know little about rapid data gathering techniques, means of effectively disseminating data, methods for collaboration between researchers and actionists and the range of other issues in the interface between research and action.

The New York Region team jumped into this gap because as researchers committed to school change, they wanted to see their data play a role in technical assistance action. This objective was in line with the overall goal of DTA--to get Doc data to contribute to technical assistance in Oakland and Chicago. However, the New York Region team quickly found that despite this central DTA goal, the same gap still existed between researchers and actionists within the project.

It is clear from the literature and the experiences of applied researchers that it is only with the greatest amount of extraordinary effort that the gap between research and action can be bridged. DTA was set early on along a course which virtually ensured considerable separation between research and technical assistance, while operating under the myth that consolidation would occur on its own sometime in the future.

A number of organizational and other features of the project support this contention. The documentation and technical assistance sites were geographically isolated from each other, making communication between them extremely difficult. In addition to geographic isolation of these two components of the project, there was not, as Dollar states, much congruence between Doc and TA sites. Dollar notes (p. 11)

> Oakland and Chicago are both TA sites that were selected and established before the form and content of the Doc knowledge had been ascertained; nor were these sites specifically chosen because of their high potential or affinity with the funded sites...there is no ready-made match between the needs of the TA sites and the knowledge available at the Doc sites.

Doc data collection has not proceeded with action utilization at TA sites in mind. There has been a somewhat naive assumption that "accurate" ethnography and case studies have impact on action situations. Early attempts to link data collection in the project with technical assistance were stifled by the direction chosen by the research component.

At the same time, TA team strategy has been set in the Eugene/Oakland team, primarily by the past Organizational Development experience of the staff, and in the Chicago Region, by the needs of District 21, and the experience and contacts of the regional team staff. This has left little room for the use of Doc information in the initial stages of TA strategy and direction.

Finally, there was no systematic training of TA team members in the use of Dic knowledge, neither in its retrieval nor its utilization. TA team members thus were left to rely on personal contacts with Doc team members or on the work of the Doc/TA linker whose roles did not become clarified until well into Phase II.

As a result of these factors, it was clear that linkage would only take place if there was a concerted effort to effect rapprochement between Doc and TA teams. Evidence that such was not likely to take place in Phase II were suggested by the following:

1. Data stored in written form (case histories, FDFs, site documents) were not getting read and there had been few inquires of the FDF data bits in the computer.
2. Most TA staff felt little need or obligations to use Doc data.
3. Doc team members were busy producing "case studies" and other NIE products and were not involved in linkage activities.

4. There was little pressure centrally in DTA to get Doc and TA efforts together.

Terry Lenoir felt, and the literature supported the view, that the researchers and the action people needed to be brought face-to-face. In the process, they learned several things about increasing the possibility that research can have a bearing on action.

1. <u>The need for personalistic contact</u>

Considerable attention has been given in the literature recently to the importance of personal contacts in the effective dissemination of programs and research knowledge. In line with this thrust, the New York Region has found that there must be some personal rapport and sharing of values and perspectives between individual Doc and TA people. In addition, there needs to be clarity around the particular problem or issue to which information can relate. Such clarity can only be achieved after considerable work on the part of both Doc and TA members (See Schensul memo). The New York team has found that clarity can be facilitated by person-to-person discussion and analysis of the problem.

2. <u>Collaborative Analysis</u>

Havelock, Mackie and others have suggested that practitioners do not use research results because they have not been involved in the definition of the research problem,

nor in the collection of data or analysis of results. The experience of the New York region suggests that collaborative TA/Doc analysis of Doc data can be done, and is likely to be useful to technical assisters as well as researchers.

At the same time, the team has found that there must be collaborative Doc/TA analysis of TA action. While the team experienced some success in collaborative analysis in the seminar framework, visits to the TA sites offered more insights into potential problems and solutions. As a general principle, the greater the familiarity with the TA site, the more effectively information can be brought to bear by the researcher on that site.

3. An Inventory of Doc Knowledge

Often in the seminar situation, a problem was raised by either a researcher or a technical assister, that required "on-the-spot" recall and analysis of the site data by site researchers. This process was somewhat frustrating, as the data is far richer in examples and ideas than instant recall can call upon. The New York region experience suggests the importance of the Problem Solving Repertoire as well as other possible inventories of Doc knowledge as a way of dealing with this problem, and as a way of suggesting to technical assisters what is available on a permanent and ongoing basis.

4. The ongoing-systemic nature of data dissemination

Feedback from the TA sites, and the multiple perspectives of TA team members on a particular problem, suggest that there are no simple or immediate answers to any problems. Data dissemination thus cannot be a linear or a single step process. Action and practice contingencies change through time. The New York team found that ongoing relationships with TA members created the need to rethink old data and collect new information to respond to new needs. Finally, the seminars, by generating excitement in Ta-Doc linkage, opened up the possibility of continued and expanded linkage on a long-distance basis.

Despite considerable progress made along these lines, the gap between researchers and action people still manifest itself in several ways:

1. There was a great inconsistency in attendance at the seminar by Oakland and Chicago TA members. At one synthesis seminar, no TA person showed up despite the fact that they were expected.

   There also seemed to be a reluctance on the part of the Chicago region for line staff to attend the synthesis seminars.

2. There was considerable evidence that antipathy continues between TA staff and Doc staff. Doc people talked about being "patronized" and getting as questions that were just "exercises."

3. There is not much evidence of central administration support for the linkage activity. Central staff attended the sessions irregularly and "were not sure what New York was doing..." Thus, there were no "rewards" for continued linkage on the part of line TA and Doc staff.

In addition to these structural and interpersonal issues, the seminars themselves had some shortcomings which interfered with the linkage process.

The seminar topics were boo broad and complex, and the synthesis seminars were too few to deal effectively with the gap between research and action in the project. The topics were based on Steve Wilson's "hunches," rather than on real TA problems for which Doc staff could provide solutions. The target states related to each topic were unclear. The target states and the topics themselves pushed seminar discussion into definitional problems, vague analytical frameworks and fuzzy value judgements. The topics, in conjunction with the "target states" proved to be a barrier to clarity and delimitation of the issues to be covered.

The general lack of clarity and focus around the topics was compounded by the diversity of the participants. At several seminars there were present Doc staff, TA staff, central DTA administrative staff, site personnel and visitors. Frequently, the desire of each of these components to make their unique contributions only further complicated the plan of the discussion.

Finally, there was not enough preparation for the seminars. The New York Doc team had little time or resources to inventory TA problems and informational needs. They were limited as well, in their time and support staff to develop and distribute written materials to TA people. At the same time, TA personnel did not for the most part, prepare problem statements. Although they sent materials on technical assistance in Oakland and Chicago from time to time, these materials were not focused, and tended to present very incomplete pictures of technical assistance in these sites. Better foreknowledge of TA problems could have stimulated Doc staff to collect new data at their sites, and bring this into the seminar. Lack of time prevented such operations from taking place. Thus the seminars tended to deal with basic descriptions of sites, and site strategies often available in case studies and other reports.

The seminars were a major start toward linking Doc knowledge and technical assistance action. However, the topics for discussion were structured with data analysis, not action in mind. Had the seminars chosen an individual TA problem, mobilized relevant Doc data and people in terms of that problem and spent the seminar working toward its solution, the link between Doc data and TA action would have been considerably clearer. The seminars generated materials which:

1. Provide interesting analytic frameworks.
2. A few TA problems which although accompanied by description are not very clear.
3. Descriptions of how a general topic area was dealt with at other sites.

We are left with little sense of how these analytical frameworks (cross-site hypothesis) and descriptive materials can really "pay-off" in solutions to TA and school problem solving.

On the other hand, the seminars demonstrated clearly that DTA is not dealing effectively with linkage. Only direct and purposeful efforts, like the New York City region seminars can achieve such linkage.

In spite of these multiple problems, the seminars did result in the development of an array of potentially useful materials, including the problem solving repertoires, and Lenoir's paper on

the facilitation of problem solving capacities. In addition, they resulted in considerable communication between Doc and TA staff, indeed far more than took place elsewhere in the project in Phase II. Finally, the seminars resulted in a greater understanding among the New York/Doc staff of technical assistance and the needs of technical assisters. Through working through TA problems, SRs in New York became clearer about their own educational values and goals, and about useful strategies for accomplishing them in urban public schools.

The Future of the New York Region

In considering the future of the New York region there are two possible options. One of these is at this time, more realistic than the other. Assuming that knowledge utilization remains a major thrust during Phase III of the project, these options are:

1. to utilize the New York region as the central linkage resource in DTA.
2. to move to develop technical assistance sites in the New York area.

1. New York Region as Central Linkage Resource

This plan calls for increasing the effort already initiated by the New York region as the central linkage resource in DTA. To do this effectively, the following would need to take place:

(a) a mandate from central administration to take on such a function in New York.

(b) adequate time from site researchers to devote to re-thinking old data and collecting new information and resources.

(c) a centrally coordinated training and exposure of technical assistance team members to case studies, seminars, problem solving repertoires, and support for long-distance exchanges of information.

(d) more effective inclusion of the TA-Doc linkers on the Oakland and Chicago teams into the New York Region effort.

I would argue against the feasibility of this plan. The plan, first of all, would make the New York office the central linkage and dissemination center for the project while the DTA central office would be in Chicago where major research and dissemination efforts would also be on-going. Given the history of limited support for the New York region in Phase II, it is not likely that the region will be elevated to central importance in Phase III.

Secondly, there is considerable evidence to indicate that technical assisters have not used the informational resources of the project extensively in Phase II for reasons already explained. Thus, there is no reason to believe that TA teams in

the project will use much more data from the Doc team resources in Phase III. Even if they were inclined to do so, the expense such exchanges entail makes them questionable except as interesting and important experiments.

The only reasonable structure for Phase III seminars would have them be based directly on TA problem solving. This focus would require that the New York team travel extensively to the TA sites to work on problem definition and initiate new data gathering operations to supplement the New York site material on the problems identified. In turn, TA site team members would have to travel regularly to New York for synthesis efforts. Even if they were inclined to do so, the expense of such exchanges makes them possible only on an experimental and regular basis.

2. Technical Assistance in the New York Area

This strategy would call for reinstituting that part of the New York region's plan that called for technical assistance sites in New York. These sites in Dollar's paper (p. 13) could be selected in terms of those which fit

> ...more readily with the problem solving repertoire in that such sites could be chosen to accord with what knowledge the Doc [and particularly the NY Doc sites] team has to offer...The chief advantage...stems from the possibility that they may be chosen carefully as 'markets' for Doc knowledge...

Such a plan would require the following:

1. The addition of several part-time persons and a network of resource consultants with experience in technical assistance to urban schools.
2. The selection of new technical assistance sites in the New York area based on particular approaches or problems to be tested from the Doc materials.
3. The clarification and implementation of an approach to TA, synthesized by Lenoir, based on the nine site data base in these new sites.
4. The addition of several part-time and consultants with experience in technical assistance in urban schools, and with views consistent with those of the New York region.

I would argue that such a plan is efficient and practical for the following reasons:

The site researchers represent a vast repertoire of knowledge about their own sites, TA sites in DTA, the goals and objectives of the wider project, education in the New York area, and practice (as they have all worked in urban schools). The resources they represent can be applied directly to new contexts in the New York area. Thus they will be able to test and document

(a) the problem solving model derived from Doc data;

(b) ways in which programatic information, personnel and material resources can be linked into new school sites;

(c) the translation of more theoretical principles drawn from research data, into materials directly useful in school sites.

Some site researchers have already begun to carry out some linking activities and program planning and development in their research sites. Some of this activity has gone on surreptitiously as a spinoff from the research role; some of it has gone on during the past number of months, as more and more New York based resources have attended the N.Y. seminars. Thus, they already have some technical assistance skills necessary to translate research knowledge into action. In addition, it is relatively easy to train researchers to carry out many aspects of technical assistance, since much of TA is information processing. The reverse is far more difficult, since the intrinsic value of research and research data is not understood by many practitioners.

Despite considerable differences, the New York SRs have forged a team which tends to share a perspective on school problems. Team members have worked together now for two years. In doing so, they have moved away from their individual sites, begun to exchange information and resources and to solicit help from each other. Thus, much of the team building, orienting and

socialization necessary, even in already established TA teams, has been carried out.

Finally, the independent thrusts of technical assistance in Eugene, Oakland and Chicago one one hand, and of the orientation research team on the other, suggest that the only likely place in which extensive knowledge utilization is likely to occur in the project is New York.

One of the major "products" of the New York seminar series is that New York Doc team members had considerable training and experience in the process of converting data and knowledge into action principles. Given this base, I would suggest that it is most appropriate to allow this same team to convert these action principles into technical assistance action in New York schools.